



Kahului Elementary School Academic Plan SY 2024-2025

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[Kahului Website](#)



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Suzanne Forbes	

Approved by Complex Area Superintendent Desiree Sides	



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K - 5	McGraw-Hill Wonders 2023	Great Minds Eureka Squared		
Grade 5	Great Minds - Wit & Wisdom			
Grades K-5 EL	McGraw-Hill Wonders 2023			



SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

Grade Level / Course Name	English Language Arts	Mathematics
Kindergarten	STAR ▾	STAR ▾
Grade 1	STAR ▾	STAR ▾
Grade 2	STAR ▾	STAR ▾
Grade 3	STAR ▾	STAR ▾
Grade 4	STAR ▾	STAR ▾
Grade 5	STAR ▾	STAR ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
 Last Full Self-Study: 2024, Next Full Self-Study: Unknown - WASC Visit April 22-25, 2024 [LINK TO SELF-STUDY](#)
- Other current accreditation self-study



Please identify **critical student learning needs** and the **root/contributing cause(s)** why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p>Student Need: All students need to demonstrate at least one year of growth in ELA and Math every school year.</p> <p>Root/Contributing cause(s): Our school's vision is for ALL students to demonstrate at least one year of growth in ELA and Math. StriveHI data for the 2021-2022 and 2022-2023 school years indicate our students are demonstrating more than one year of growth in ELA and Math based on our school's Median Growth Percentile (MGP), which is not all students. The new StriveHI metric for growth will be the percentage of students demonstrating adequate growth, and our goal is 100%.</p>
2	<p>Student Need: All students need to read at or above grade level.</p> <p>Root/Contributing cause(s): StriveHI data for the 2022-2023 school year indicates 71% of our third grade students are reading near, at, or above grade level. Proficiency in ELA for the 2022-2023 school year was 43%.</p>

OUR VISION

ALL students will read at or above grade level and will demonstrate at least one year of growth in ELA and Math every school year.

OUR MISSION

Our Mission is to empower growth and confidence, creating lifelong learners and resourceful, contributing members of society.

OUR CORE VALUES

Aloha: We love, care for, and respect ourselves and each other, and we build positive relationships.

Kuleana: We take responsibility for doing our part, and we work together as a team.

'Imi Na'auao: We seek enlightenment, we are resourceful and open to new ideas, and we persevere to meet the challenge.



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	Targeted Subgroup: Students who qualify for IDEA services.
	Identified Student Need(s): All students eligible for IDEA services need a high-quality, data-driven IEP and need to master all of their annual goals and objectives by the end of the fourth quarter reporting period.
2	Targeted Subgroup: Students who are English learners.
	Identified Student Need(s): All students who qualify for English language services and support need to meet or exceed their individual learning targets.
3	Targeted Subgroup: Students who are economically disadvantaged, have limited English proficiency and/or disabilities and are classified as "high needs."
	Identified Student Need(s): KES needs to close the achievement gap between students with high needs and their non-high needs peers.



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	It is essential for students to master kindergarten standards and expectations so they have a strong foundation and positive trajectory for success.	<p><u>Lagging Indicator:</u></p> <p><u>Leading Indicator:</u></p> <ul style="list-style-type: none"> All students who participate in the Primary School Adjustment Program (PSAP) exit the program within 16 weeks of starting. <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> All incoming kindergarten students will be assessed for kindergarten readiness skills prior to the first day of school or within 30 school days if newly enrolled. All incoming kindergarten students will participate in a kindergarten transition program with a modified schedule for the first two weeks of school. Kindergarten students who are considered at risk for academic achievement will be assessed on skills taught by the classroom teacher every two weeks to monitor progress and to inform instruction and learning. 	Weekly School Improvement Accountability Meetings	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

		<ul style="list-style-type: none">• Kindergarten students who are considered at risk for social, emotional, or behavioral risk based on criteria (TBD) will participate in a Primary School Adjustment Program (PSAP) for up to 16 weeks.• Incoming kindergarten students who have not attended preschool will participate in a kindergarten transition program during July 2025.		
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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Baseline Data:</p> <p>Winter 23-24 STAR Early Literacy (K-1): Tier 1= 77% Tier 2= 12% Tier 3= 11%</p> <p>Winter 23-24 STAR Reading (2-5): Tier 1= 37% Tier 2= 23% Tier 3= 40%</p>	<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> All students will read at or above grade level and will demonstrate at least one year of growth in reading every school year as measured by STAR Early Literacy, STAR Reading, and the SBA for ELA. By the end of the 26-27 school year, the percentage of students at each tiered instructional level will be as follows: <ul style="list-style-type: none"> Tier 1= 80% Tier 2= 15% Tier 3= 5% <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> All students will demonstrate at least one quarter of growth at the end of each quarter as measured by STAR Early Literacy or STAR Reading (Aug-May for Gr 1-5 and Dec-May for K). All students will demonstrate adequate progress toward grade level proficiency as measured by quarterly STAR Early Literacy or STAR Reading Assessments. All students will demonstrate adequate progress toward grade level benchmarks as measured by DIBELS (Fall, Winter, Spring) <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> All students K-5 will be assessed by their classroom teacher (using DIBELS and supported by the M-Class platform) within the first two weeks of school (Fall Benchmark) to determine baseline reading levels (phonemic awareness, phonics, fluency. Students reading well below benchmark (red) or below benchmark (yellow) will also be assessed by their classroom teacher to diagnose specific learning needs. All students K-5 will be assessed by their classroom teacher during the two weeks prior to winter break (Winter Benchmark). Students reading well below benchmark (red) or below benchmark (yellow) will also be assessed by their classroom teacher to diagnose specific learning needs. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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		<ul style="list-style-type: none">• All students K-5 will be assessed by their classroom teacher during the first two weeks of April (Spring Benchmark). Students reading well below (red) or below (yellow) levels will also be assessed by their classroom teacher to diagnose specific learning needs.• Students requiring Tier 2 or Tier 3 instruction will have Student Success Plans (SSPs) and will be monitored weekly by their classroom teacher to measure progress and inform instruction.• All students K-5 will receive small group, highly-effective instruction from their classroom teacher based on their tier level. The group size, frequency, and duration will be determined based on tier level.• All students K-2 will receive ECRI daily instruction with fidelity to the program.• All classroom and special education teachers will participate in 1:1 student growth data meetings with an administrator at the end of each quarter to identify learning and/or instruction needs and provide support.• McGraw-Hill Wonders 2023 curriculum will be purchased for all grade levels (K-5). All teachers who provide direct reading instruction will participate in professional development to implement McGraw-Hill Wonders Reading Curriculum at the beginning of the school year.• All classroom teachers and special education teachers will receive professional development in how to administer the DIBELS assessment and use the M-Class platform for recording data and grouping students.• All classroom teachers and special education teachers in Grades 2-5 will receive professional development in how to administer a phonemic awareness assessment (TBD) and a phonics assessment (TBD) which will be used as diagnostic assessments for students in Tier 1 (red) or Tier 2 (yellow).• All students will set and achieve quarterly reading goals (decoding, fluency, vocabulary, and comprehension) that are appropriate for student grade and proficiency level.		
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<p>Writing Proficiency</p> <p>All students will develop writing skills to support and enhance reading phonics, fluency, vocabulary, and comprehension.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> All students will demonstrate at least one year of growth in ELA as measured by SBA for ELA. Average student proficiency in ELA for KES students will meet or exceed the BKKM average student proficiency as measured by SBA for ELA and reported in StriveHI. <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> All students will demonstrate at least one quarter of growth and progress toward grade level proficiency in writing at the end of each quarter as measured by (writing assessment TBD). <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> All students K-5 will receive small group, highly-effective instruction from their classroom teacher based on their tier level. The group size, frequency, and duration will be determined based on tier level. All teachers will participate in Foundational Writing Skills professional development prior to the first day of school and will receive ongoing coaching and support during the school year. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>StriveHI 22-23 indicates 36% of students in grades 3-5 were proficient in math.</p>	<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> All students will demonstrate at least one year of growth in math every school year as measured by STAR Math and SBA for Math and reported in StriveHI. Average student proficiency in Math for KES students will meet or exceed the BKKM average student proficiency as measured by SBA for Math and reported in StriveHI. <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> All students will demonstrate at least one quarter of growth at the end of each quarter as measured by STAR Math (Aug-May for Gr 2-5). All students will demonstrate adequate progress toward grade level proficiency as measured by quarterly STAR Math (Aug-May for Gr 2-5). <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Identify and implement a math diagnostic tool (TBD) to drive differentiated instruction. All classroom and special education teachers will participate in 1:1 student growth data meetings with an administrator at the end of each quarter to identify learning and/or instruction needs and provide support. All students K-5 will receive small group, highly-effective instruction from their classroom teacher based on their tier level. The group size, frequency, and duration will be determined based on tier level. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>All students will master grade level Key Standards for ELA and Math by the end of the school year.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> ● SBA for ELA and Math <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> ● Common Grade Level Assessments for Key Standards in Reading, Writing, and Math ● Quarterly STAR Assessments (Early Literacy, Reading, and Math) <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> ● Identify Key Standards for Reading, Writing, and Math prior to the beginning of the school year. ● Ensure ELA and Math pacing plans clearly indicate when Key Standards will be assessed. ● Incorporate science and social studies content into Key Standards instruction. ● Create and implement common grade level assessments for Key Standards in ELA and Math. ● Teachers will receive professional development in providing timely and effective feedback to students to promote student growth and achievement of Key Standards. ● Key Standards will be used to create Reading, Writing, and Math IEP goals and objectives for students with disabilities. ● Students who have mastered grade level Key Standards will be provided with learning activities to deepen their understanding of the grade level Key Standards. ● Teachers will participate in Grade Level Articulation Meetings (GLAM) to review and discuss student data, update pacing plans, and identify student and teacher support needs. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>StriveHI 22-23 indicates all subgroups are demonstrating at least one year of growth. KES needs to continue this trajectory</p>	<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> • SBA for ELA and Math <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> • All students will demonstrate at least one quarter of growth at the end of each quarter as measured by STAR Math and STAR Early Literacy or STAR Reading (Aug-May for Gr 1-5 and Dec-May for K). • All students will demonstrate adequate progress toward grade level proficiency as measured by quarterly STAR Early Literacy or STAR Reading Assessments. Quarterly STAR <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> • Administer Quarterly STAR assessments: <ul style="list-style-type: none"> ○ Kindergarten - Early Literacy (Qtr 2-4) ○ Grade 1 - Early Literacy (Qtr 1-4) ○ Grade 1 - Reading & Math (Qtr 4) ○ Grades 2-5 - Reading & Math (Qtr 1-4) • Teachers will participate in 1:1 Quarterly Student Growth Data Meetings with administrator to determine needs: <ul style="list-style-type: none"> ○ 80% of students in class demonstrating adequate growth may indicate a need for individual Student Success Plans (SSP) ○ Less than 80% of students in class demonstrating growth may indicate a need for teacher instructional support • Classroom Visit > Feedback > Support Cycle 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>Preschool > Kindergarten</p> <p>Elementary > Middle School</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> Kindergarten Transition Data (Desired Outcome 1.1.1) Principal to principal debrief with MWIS during Quarter 1. <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Kindergarten Jump Start Program offered during the Summer 2025. Partner with Maui Waena Intermediate School during Quarter 4 to ensure our outgoing 5th grade students receive support for the transition to middle school based on individual student needs. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>All students who qualify for English language services will achieve their individual growth-to-target goal, and we will close the achievement gap in ELA and Math.</p>	<p>Current percentage of students achieving their growth-to-target goal is 49%.</p> <p>Current ELA gap between students with and without high needs is 32%.</p> <p>Current Math gap between students with and without high needs is 30%.</p>	<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> ● WIDA Access ● StriveHI Achievement Gap Indicator for students with High Needs <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> ● EL schedule provides adequate support for students to achieve their growth-to-target goals ● STAR data indicates appropriate growth every quarter for all EL students <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> ● Support English learners with highly-effective, evidence-based instruction targeted to individual student’s needs to increase academic proficiency and growth and close achievement gaps. ● Use STAR data to monitor student growth and proficiency achievement in Reading and Math. ● Conduct weekly EL Team meetings with administration and quarterly with academic coaches and classroom teachers to review EL progress monitoring data. ● Assess and recommend school-wide and individual teacher and support staff needs for professional development in EL. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>All students eligible for IDEA services will have high-quality, data-driven IEPs and will master all of their annual goals and objectives by the end of the fourth quarter reporting period.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> • Our StriveHI special education subgroup of students will demonstrate the same or better growth and proficiency as their nondisabled peers based on the ELA SBA. • All students with disabilities will achieve or exceed their annual IEP goals and objectives. <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> • All students demonstrate strong growth toward their IEP goals and objectives as measured by their Quarterly Progress Reports. <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> • Ensure students receive specially-designed instruction according to their IEP minutes and LRE, and adjust as needed through an IEP revision meeting. • Special Education teachers will monitor their students' attendance and communicate with parents and/or administrators when necessary to ensure their students are regularly attending school. • Special Education teachers will modify curriculum to provide specially-designed instruction for students with disabilities in all settings based on their IEPs. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1.All students desire to and attend school regularly.	COVID-19 pandemic recovery	<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> ● StriveHI: Percentage of students attending 90% or more days of instruction (17 or fewer days absent) ● KES Quarterly Attendance Reports <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> ● Weekly Attendance % of students who are at risk of becoming chronically absent <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> ● Prior to the first week of school, contact parents of students who have been at risk of being chronically absent to offer reminders and support. ● An office assistant will make daily phone calls to parents of students whose absence is unexcused or if the parent has not contacted the office. ● An administrator will call parents of students with 5+ absences to make a personal connection and offer support. ● Regularly educate parents (in multiple languages) and enforce the school's attendance policy for all students with fidelity. ● Increase the number of extra-curricular programs for students to provide enrichment opportunities. ● All students will demonstrate our three core values and will participate in regular anti-bullying learning activities/programs. 	Weekly School Improvement Accountability Meetings	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>All students will demonstrate the KES Core Values of Aloha, Kuleana, and 'Imi Na'auao.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> Quarterly Infinite Campus Student Behavior Incident Reports <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> Number and frequency of student behavior referrals received by administrators and counselors Monthly peer review data <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Core Value posters will be posted in every classroom and will be referred to regularly by all teachers and staff Core Values will be connected to GLOs and taught during the daily Morning Broadcast Students will be recognized for demonstrating the three Core Values during Eagle of the Month ceremonies and luncheons. Instructional staff will participate in professional development to build their knowledge and skills for managing challenging student behaviors to support students toward success in the classroom. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> • Hawaiian history and culture are honored, and all six HA outcomes are interdependently embedded in school learning, climate, and culture. <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> • All staff and students commit to our Core Values: Aloha, Kuleana, and ‘Imi Na’auao as being non-negotiable. • Pacing plans for ELA and Math incorporate science and social studies and connect to Nā Hopena A’o. <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> • All students will participate in community-informed learning experiences (e.g., field trips, events, and classroom learning) • A Hawaiian word of the week will be included in the daily morning broadcast. • Classroom instruction incorporates and connects to Nā Hopena A’o. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.		<u>Lagging Indicators:</u> <ul style="list-style-type: none"> Active Student Council Career Exploration Day <u>Leading Indicators:</u> <ul style="list-style-type: none"> Student Council election Career Exploration Day scheduled on calendar Field trips and on-campus experiences include connection to career exploration <u>Enabling Activities:</u> <ul style="list-style-type: none"> Establish a student council. Host a Career Exploration Day for students in Grade 5. Explore career opportunities during field trips and on-campus experiences (e.g., fire department, police department, Maui Ocean Center, MACC Can-Do Days) 	Weekly School Improvement Accountability Meetings	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> • StriveHI indicators <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> • Quarterly STAR Assessments (Early Literacy, Reading & Math) <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> • Provide all teachers and instructional support personnel with the time, resources, and support needed to ensure students master grade level standards. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
All teachers will be effective in providing authentic student engagement opportunities during instruction; and all teachers will be effective in using diagnostic data to provide targeted,		<u>Lagging Indicators:</u> <ul style="list-style-type: none"> All teachers demonstrate sufficient growth on the Hierarchy of Teacher Professional Development (HTPD) to become effective in providing authentic student engagement opportunities and using diagnostic data to provide targeted, differentiated instruction for all students. <u>Leading Indicators:</u> <ul style="list-style-type: none"> Administrators visit classrooms and provide differentiated feedback to teachers based on their HTPD levels. (Minimum 15 classroom visits per week) 	Weekly School Improvement Accountability Meetings	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>differentiated instruction for all students.</p>		<ul style="list-style-type: none"> Academic coaches provide differentiated support to teachers based on their HTPD levels and administrator feedback. (Minimum 15 teacher support contacts per week) Individual Professional Development Plans (IPDPs) align with our school's Vision and the HTPD <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Classroom Visit > Feedback > Support Cycle Provide release time (Encore time) for teachers to engage in their differentiated professional development, including independent study, formal professional development, coaching or mentoring sessions, meeting with administrators to review student data and discuss progress, and visiting other classrooms or schools to observe teachers. Provide targeted professional development for all teachers based on their individual needs. 		
<p>All special education teachers will write high-quality, data-driven IEPs and ensure students master all of their annual goals and objectives by the end of the fourth quarter reporting period.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> Our StriveHI special education subgroup of students demonstrate the same or better growth and proficiency as their nondisabled peers based on the ELA SBA. All students with disabilities achieve or exceed their annual IEP goals and objectives. <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> All special education teachers will write high-quality, data-driven IEPs. All special education teachers will meet all timelines for IEPs (e.g., scheduling, data collection, meeting, draft review, and closing IEP final drafts, progress monitoring and reports) <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Hire certified special education teachers for all available positions Hire qualified Educational Assistants for all available positions 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



		<ul style="list-style-type: none"> Contract with Hey Tutor! for full time tutors to provide academic support for general education students with or without special needs. Provide professional development and explicit instruction for special education teachers to become effective at developing high-quality, data-driven IEPs and to ensure they are able to provide instruction and support so students meet or exceed their annual goals and objectives (e.g., modifying curriculum to provide specially-designed instruction.) 		
<p>All classified staff positions will be fully staffed by effective support staff who are committed to providing quality services to support teachers and students.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> Annual Performance Appraisal (PAS) <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> Quarterly meetings between supervisor and staff member to review performance and provide support. Quarterly staff surveys to gather feedback on services and support. <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Ensure the Performance Appraisal System (PAS) is implemented for all classified staff members. Supervisors will clearly communicate and ensure all staff members understand their job expectations and job responsibilities. All staff members will identify at least one goal or project to accomplish during the cycle, consistent with our school's culture of growth. All staff members will receive differentiated coaching, support, and training based on need. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> End of Year SCC Evaluation <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> SCC Calendar of Meetings published on school's website prior to the start of the school year SCC Meeting Announcements, Agendas, and Minutes published on school's website SCC Committee members identified prior to the start of the school year <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Implement the SCC Activities Checklist and Timeline with fidelity 	Weekly School Improvement Accountability Meetings	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.</p>				
<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>Present quarterly family engagement activities during the school year.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> Quarter 1: Open House Quarter 2: Winter Showcase Quarter 3: Spring Exploration Family Event Quarter 4: May Day <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> Events are scheduled on the school calendar and published on the school's website <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Partner with the PTSA and community businesses to help support our family engagement activities. Establish committees for each event at least six weeks prior to the event date. 	<p>Weekly School Improvement Accountability Meetings</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
<p>Assist in establishing a functioning Parent Teacher Student Association (PTSA)</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> Monthly PTSA Meetings <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> PTSA Meetings are scheduled on the school calendar and published on the school's website 	<p>Weekly School Improvement Accountability Meetings</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p>



One-Year Academic Plan SY 2024-2025

		<p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Administrator and teacher representatives attend PTSA meetings (when appropriate) Collaborate with the PTSA to encourage and promote membership. Encourage all KES staff to participate in PTSA-sponsored activities. 		<ul style="list-style-type: none"> <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<p>Continue to identify systems and solutions to translate information into the languages spoken by our families to improve and promote home and school communication.</p>		<p><u>Lagging Indicators:</u></p> <ul style="list-style-type: none"> School Quality Survey <p><u>Leading Indicators:</u></p> <ul style="list-style-type: none"> Translated communications <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> Ensure all teachers have training and are using ClassDojo as the primary means of communication with parents and guardians. Contract with translation services to translate important written school information. Identify solutions for providing information in languages spoken by our families during family engagement activities. Continue providing translators for parent-teacher conferences, special education meetings, etc., and identify more opportunities for translation based on parent feedback. 	<p>Weekly School Improvement Accountability Meetings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Kahului Elementary School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,080
Did your school submit a SCC Waiver Request Form? Yes. Please explain.	Purpose: Teacher Professional Development August 5, 2024 August 6, 2024 January 7, 2025 May 9, 2025 May 19, 2025 Purpose: Kindergarten Orientation Modified Kindergarten Schedule August 7-13, 2024
Bell Schedule: 24-25 Kahului Elementary Bell Schedule	